

Staff Meeting 9 September – The NZC

1. Revisiting the school vision – what & meaning

Competition – all those people who can write down the school vision, word for word, win a prize.

Competition – all those people who can write down the NZC vision, word for word, win a trip overseas.

Think, pair, share – make connections between the 2 vision statements.

2. Why and what we do at Llam - Defining Year 6 learner attributes – knowledge, skills, values, attitudes

What the students said (handout)

Fill in the grid in teams; share to note commonalities using senior team ideas & add commonalities from other 2 groups.

3. Defining the foremost teaching approaches at Llam

In teams note these down; share to note commonalities using senior team one & add commonalities from other 2 groups. Find consensus.

4. To rate our staff culture

5. Readings for TOD discussion: Rose Hipkins article and Guy Claxton's article with reflection sheets.

6. Outline of TOD

- Culture building – Covey DVD; group norms/5 promises
- Hermon Personality Assessment Model
- Making links to the NZC Principles
- Making links to the NZC Values
- Compacting AOs across all levels in each ELA
- Unpacking the KCs
- Defining what they look like at Llam (big statements)
- Rose Hipkins article - discussion
- Specifying what they look like for students

Student voices

- Guy Claxton article discussion
- Reviewing the 7 Llam Goals
- Defining one Llam inquiry learning model
- Defining/specifying Llam values

TOD 19 September 2008

Culture: Lyn

Covey DVD – Team work

How teams function – 4 team types

MATES – Mutually Agreed Team Expectations

When working in a team, what positive group working behaviours are important to us? Use action-based words

3 X teams – 5 behaviours written on whiteboard

Each person has 5 votes

5 MATES remain which we will follow today

Triage results – X teams, analyse results, make recommendations via *stick its* under 3 headings, share

Claxton reading – Jo – share in Teams & note down important ideas we should

note/address/investigate further/adopt/review/include in our practice, share with the whole group

10.30 Morning Tea

NZC – Making links: Lyn & Jo

10.30-11.30

3-Step Development Markers – X teams to answer questions – report back to whole group
Vision statement links – is our vision fitting? - **Jo**

NZC Principles – is our curriculum delivery consistent with these principles? - **Jo**

NZC Values – Teams use the Y6 Learner chart to define the main values to develop in llam students;
write on whiteboard under Team heading; condense if possible; 6 votes to condense further
11.30-12.30

Compacting ELA AOs – group work (science, social sciences, technology, the arts, health & pe)

Lunch 12.30-1.30pm

Student voices – Teachers voices first

Hipkins reading – Lyn – share in Teams & note down important ideas we should
note/address/investigate further/adopt/review/include in our practice, share with the whole group

Unpacking the KCs further: Lyn & Jo

Revisit 3 step marker questions

Jigsaw activity – Home gps (5 people) to decide who has which KC gp – Expert gps to read NZC
statement & come up with own **group** wording on chart, all to copy down – Home gps to share each
KC gp statement (should have 5 pgs)

Revisiting our understandings around the attributes of a 21st C learner - **Jo**
Expert groups – meld KC statements/21st C learner attributes/llam KC Toolkit/Y6 Learner chart ideas
to produce llam KC group statements

The big picture: Lyn & Jo

Reviewing the llam Goals - **Jo**

llam Inquiry Model – Kath Murdoch PD 2009

The foremost teaching approaches at llam – 5 votes to condense

4pm finish

TOD 4 December 2008

9.00am

Culture Building

Welcome and introductions

Ice breakers

MATES

Ken Robinson video – Creativity

The power of Narrative – h/out

The Lorax:

Wikipedia info;

Focusing activity H/out (ideas on one aspect of sustainability);

YouTube musical (24 mins);

Think/Pair/Share (stick ideas up on appropriate chart)

Morning Tea 10.30am

Future Focused Theme 2009

NZC FFTs

Sustainability 2009 – 3 areas of focus

Kid's curriculum group ideas

Where are we at?

The big picture

Ilam CDF 2009

Inquiries 2009

Inquiry resources

Activities:

Inquiry 1/2/3 initial brainstorm (6 cross teams of 4 or 5)

Join with other same inquiry teams to find consensus, capture on one master

Planning requirements

12.30-1.30pm Lunch

1.30-3.15pm

Planning in teams

3.30pm

Team sharing

Teacher Only Day Thursday 9-3.30pm

Card

Motivation

Helen Keller – inspirational teachers

Activity – Fishbowl – discuss a teacher who inspired you explaining how

Last TOD was focused on the 2009 Curriculum Framework, today is focused on effective pedagogy.

Self-Regulated Learning

- My article – read & highlight things you can relate to.
- Activity – Task 1 Thesis Part A PPT – Tuning in
- Wellington PPT
- The strategies & tools – handout & tools display (STARS, Carrels pics, timeout capsule, CD players & music, on task/off task sheet)
- Activity – Task 9 Thesis Part A PPT - Reflection

Morning Tea

- Llam – A Learner Centred School
- Learning Map 2009
- Teacher/Student Learning Journey 2009

Activity - Hatie – Visible Learning – Read the excerpt; answer the following in cross team groups:

What was the most meaningful thing you read?

What questions do you have?

What, if anything, would you take on board and action in some way?

- Effective Teacher Profile 2009 – NZC & Llam Foremost Teaching Approaches – what does it look like at the expert level? Fill in individually; share in cross team groups, adding ideas
- Inquiry Effective Teacher Profile 2009 - Fill in individually; share in cross team groups, adding ideas

Lunch

Quality Feedback – SET article; Jigsaw graphic; student self-assessment REAL Framework

Teacher Appraisal 2009 – The Ariki Project – overview; QLC/Reflective groups; Conceptual Job Map

Reflections on the day

Staff Meeting Term 3 Week 1 2009

Learning Intentions:

- Words of wisdom from Sesame Street
- To revisit our MATES
- To develop an understanding of cultural alignment at Ilam
- To reflect on ourselves as role-models and deepen our understanding of the key competencies Managing Self and Participating and Contributing
- To consider the opportunities our students have for Participating and Contributing at Ilam

Staff Meeting Week 2 Term 3 2009

Learning Intentions:

- To accept revised MATES
- To reflect on and articulate our understandings about aspects of shared expectations of effective pedagogy at Llam School
- To practice active listening
- To consider the implications of classroom research
- To reflect on our progress/growth regarding effective pedagogy
- To revisit effective feedback notions

Housekeeping:

Te Reo

PTA meeting

Participating & Contributing audit sheets – group to carry out & investigate further

MATES review

Donut

- A – Why is sharing the learning intentions seen as effective practice?
- B – Why is co-constructing success criteria seen as effective practice?
- C – What does quality feedback look and sound like?
- D – Why do we utilise a variety of questioning tools/techniques?
- E – What types of modelling could be used in a classroom and for what reason/s?
- F – Why is reflection a crucial teacher strategy?

McSporran Research

Rubric of shared expectations of effective pedagogy at Llam School

Explain

Self-reflection using a highlighter

Discussion with a partner

Revisit end of year

What is effective feedback?

Handout – activity: in pairs read, discuss, synthesis & present on sheet

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